

History of Changes to the NAEP Schedule of Assessments

Major historical changes adopted by the Board since 2000	Year Adopted
Added grade 4 and 8 state-level Reading and Mathematics every two years. [Prior to the 2002 ESEA reauthorization (NCLB), state assessments at grades 4 and 8 were given every two years with reading and writing in one biennium and mathematics and science in the next, i.e., these subjects and grade 12 subjects were tested once every four years.]	2002
Added the High School Transcript Study (HSTS) as a regularly scheduled study.	2005
Scheduled U.S. History, Civics and Geography on a once every four years cycle.	2005
Added Technology and Engineering Literacy (TEL) to the NAEP subjects assessed.	2005
Added grade 12 state-level Reading and Mathematics for volunteer states with a periodicity of every four years.	2008
Adjusted the periodicity of science to correspond to the periodicity of TIMSS to conduct international benchmarking studies in mathematics and science.	2010
Scheduled Writing as a technology based assessment, beginning with national data collections only and delaying fourth grade in order to complete a special study.	2010
Added state-level results for voluntary assessments in: <ul style="list-style-type: none"> ○ Science for grades 4 and 8 ○ Civics and TEL for grade 8 ○ Writing in grades 4, 8, and 12 	2019
Added Trial Urban District Assessment (TUDA) results for voluntary assessments in Science and Writing in grades 4 and 8	2019
Eliminated foreign language (which was scheduled but never assessed), as well as arts, geography, and economics	2019

Other schedule changes and program adjustments from 2000 through 2019 have been due primarily to budget constraints and/or technical challenges, considering options such as:

- Assessing fewer grade levels in non-required subject areas (e.g., U.S. History, Civics, and Geography; Writing; TEL).
- Postponing a state-level assessment.
- Postponing a full assessment/study (e.g., World History, Foreign Language, HSTS).

Guiding Principles for Schedule Changes

In 2018, the Governing Board [set priorities](#) establishing long-term goals for the assessment program. These were frequency—administering NAEP at least every four years; efficiency—finding cost-effective ways to administer NAEP; and utility—including more state and urban district data to create more actionable information.

Additional Governing Board guiding principles and priorities for schedule changes are to:

- follow the requirements in the [National Assessment of Educational Progress Authorization Act](#), which includes the mandate to assess reading and math at the state level every two years and additional subjects as time and resources allow;

- adhere to the Governing Board’s *General Policy: Conducting and Reporting the National Assessment of Educational Progress*; and
- reflect the current priorities of the Governing Board to:
 - Administer all assessments using technology beginning in 2017; and
 - Provide state-level data in curricular areas beyond reading and mathematics.

Guidance for the schedule is found in NAEP Authorization Act Sec. 303(b)(2) which addresses the use of random sampling (A), testing in reading and mathematics at grades 4 and 8 once every two years (B), and testing in reading and mathematics at grade 12 at regularly scheduled intervals (at least as often as prior to NCLB) (C).

After this initial guidance, Sec. 303(b)(2)(D) provides guidance for including other subjects in grades 4, 8, and 12 to the extent time and resources allow. It says, including assessments “... in regularly scheduled intervals in additional subject matter, including writing, science, history, geography, civics, economics, foreign languages, and arts, and the [long term] trend assessment described in subparagraph (F).”